


(AT LEAST) TEN THINGS EDUCATORS AND FAMILIES IN LOUISIANA NEED TO KNOW ABOUT ACCESSIBLE INSTRUCTIONAL MATERIALS

NATIONAL CENTER ON ACCESSIBLE INSTRUCTIONAL MATERIALS

(AT LEAST) TEN THINGS LOUISIANA EDUCATORS AND FAMILIES NEED TO KNOW ABOUT ACCESSIBLE INSTRUCTIONAL MATERIALS



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Center for Applied Special Technology (CAST) and the
National Center on Accessible Instructional Materials

<http://aim.cast.org>

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Big Ideas for this Session

In this session, we will:

- Review the legal mandate for accessible formats of print-based instructional materials and its implications
- Explore important issues related to the provision of accessible instructional materials
- Learn about "Just in Time" supports and tools available from the National Center on Accessible Instructional Materials

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There's a lot of vocabulary connected to the Accessible Instructional Materials mandate

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Why Provide AIM?
The Legal Connection

Provisions within the Individuals with Disabilities Education Improvement Act of 2004 require state and local education agencies to ensure that textbooks and related core instructional materials are provided to students with print disabilities in specialized formats in a timely manner.

Section 300.172, Final Regulations of IDEA 2004

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SEAs and LEAs must adopt the NIMAS and may coordinate with the NIMAC

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Accessible Instructional Materials The Legal Connection

State and Local Education Agencies must also:

- “Adopt the NIMAS”
National Instructional Materials Accessibility Standard

SEAs and LEAs must include the requirement to produce a NIMAS-compliant file in all purchasing contracts. No statutory requirement is placed on publishers.

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Accessible Instructional Materials The Legal Connection


State and Local Education Agencies must also:

- Decide whether to “coordinate with the NIMAC”
National Instructional Materials Access Center

All 50 states opted to coordinate with the NIMAC as a means for providing specialized formats in a timely manner to qualified students.

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NIMAS is a source file format that can be readily converted to four student-ready specialized formats

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NIMAS


XML files that are developed to the National Instructional Materials Accessibility Standard (NIMAS) can be readily transformed into student-ready specialized formats.

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What are “Specialized Formats”?


- Exactly the same information as the printed materials
- Only the presentation different



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The Tchie Bits (Deciphered)



```
<?xml version="1.0" encoding="UTF-8" ?>
<document>
  <div id="L001" class="chapter">
    <h1 id="L001.001" class="chapter">Chapter 01: The Great Depression</h1>
    <page id="L001.001.001" class="page">1</page>
    <div id="L001.001.001" class="text">
      <h2 id="L001.001.001.001" class="text">Overview</h2>
      <p id="L001.001.001.001">
        During the 1920s, the United States saw a time of great prosperity. However, that would all change with the stock market crash of 1929. The
      </p>
      <p id="L001.001.001.002">
        Computers were going bankrupt, banks were shutting down, and unemployment was skyrocketing.
      </p>
      <p id="L001.001.001.003">
        One president would ignore the problem, another would radically alter the powers of government to help the nation. People were starving but
      </p>
      <p id="L001.001.001.004">
        Throughout the 1930s and into the 1940s, the people of the United States faced some of its toughest years. Only the Second World War was
      </p>
    </div>
    <div id="L001.001.001.001" class="text">
      <img alt="Black and white photo of a makeshift home during the Depression." data-bbox="650 840 850 860"/>
    </div>
  </div>
</document>
```

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The Techie Bits (Deciphered)


Overview

During the 1920s, the United States saw a time of great prosperity. However, that would all change with the stock market crash of 1929. The country and the world would be plunged into an economic and social depression.

Companies were going bankrupt, banks were shutting down, and unemployment was skyrocketing.

One president would ignore the problem, another would radically alter the powers of government to help the nation. People were starving both in the cities and on the farms of America.

Throughout the 1930s and into the 1940s, the people of the United States faced some of its toughest years. Only the Second World War would put an end to The Great Depression.

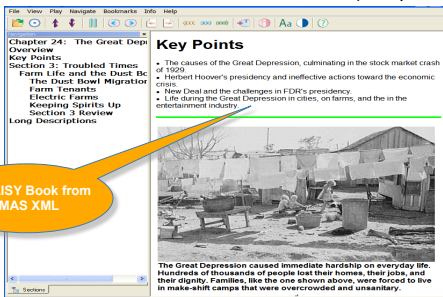


Web page from NIMAS XML

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The Techie Bits (Deciphered)

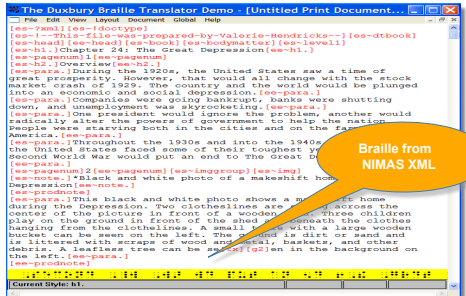


DAISY Book from NIMAS XML

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The Techie Bits (Deciphered)




Braille from NIMAS XML

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Who "qualifies" for NIMAS?



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Who "qualifies" for NIMAS and/or AIM?




Need comes before Qualification!

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Who "qualifies" for NIMAS and/or AIM?



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Reframing the Question

“Who NEEDS specialized formats of print-based instructional materials for educational participation and achievement?”

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AIM is not just about NIMAS

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Who needs AIM?

- Students who are unable to obtain information through the use of traditional print materials and require accessible materials appropriate to their individual needs
- Students with print disabilities who must gain the information they need to complete tasks, master IEP goals, and reach curricular standards

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Why Provide AIM?

The Pedagogical Connection

If all students are:

- expected to participate and progress in the general education curriculum
- are held accountable for high achievement they need access to the information contained in the print-based instructional materials in formats from which they can gain meaning.


Good Common Sense

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The Four Components of UDL

The Pedagogical Connection



Goals, Assessment, Methods, and **Materials**

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Many digital materials are NOT accessible!

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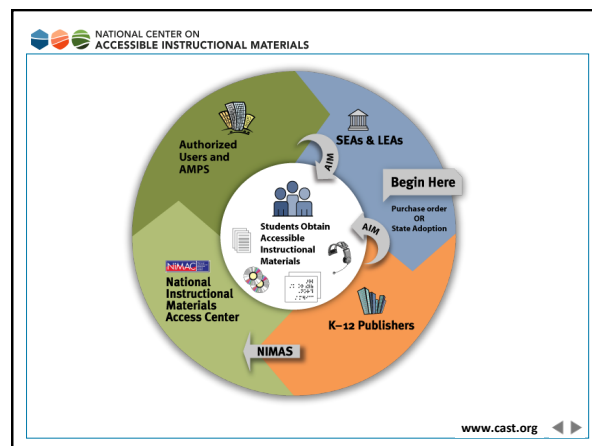
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There are multiple sources of Accessible Instructional Materials

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Multiple Sources of AIM

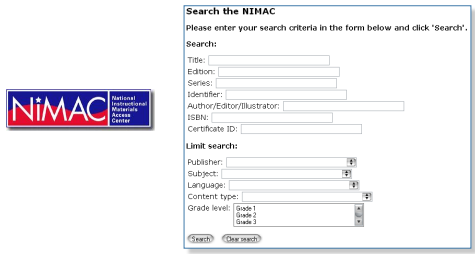
- NIMAS/NIMAC
- Accessible Media Producers (AMPs)
- Commercial Sources
- Free Sources
- Do-It-Yourself

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Sources of Accessible Instructional Materials

The National Instructional Materials Access Center (NIMAC)



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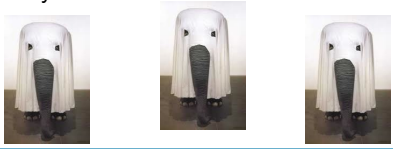
All sources are not available to all students.

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Eligibility for Accessible Instructional Materials



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Who qualifies for specialized formats converted from NIMAC-sourced files?

- Students with a disability under IDEA (with an IEP)
- Students who are eligible under the Copyright Act of 1931 as Amended are those who have been certified by a competent authority as unable to read printed materials because of blindness or other print disability

Varying Interpretations of Print Disability

The National Library Service of the Library of Congress
Blind, Visual Impairment, Physical Limitations, or a Reading Disability based on Organic Dysfunction

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Eligibility for Multiple Sources of AIM

Accessible Media Producers (AMPs)

General Collection: Individuals eligible under copyright statute

NIMAS-Sourced Collection: Same as NIMAC

Commercial Sources


Purchase it for anyone, use it with anyone!

Free Sources

No limitations

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There is a process that can assist with selection, acquisition, and use of AIM.

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AIM

Decision-Making

Need, Selection, Acquisition, and Use

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Responsibilities of Decision-Making Teams

1. Establish need for instructional materials in specialized format(s)
2. Select specialized format(s) needed by a student for educational participation and achievement
3. Commence SEA- and/or LEA-defined steps to acquire needed format(s) in a timely manner
4. Determine supports needed for effective use for educational participation and achievement.

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The AIM Consortium developed several helpful tools for decision-making teams

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Decision-Making Steps *Need, Selection, Acquisition, and Use*

AIM Tool	Need	Selection	Acquisition	Use
AIMing for Achievement DVD	✓	✓	✓	✓
Navigator	✓	✓	✓	✓
Explorer		✓	✓	✓
AMP Guide			✓	
AIM Product Tutorials				✓
Product Features Chart		✓		✓
TTS/AIM Guide				✓
AIM 101	✓	✓	✓	✓
AIM 102		✓	✓	✓

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The AIMing for the Achievement DVD

A comprehensive set of videos that can be used by educators, families and other stakeholders individually or in groups to build awareness and knowledge about AIM

- Two Sections: *The Legal Context and the Decision-making Process*
- Interviews with national leaders
- Illustrative vignettes: *IEPs teams, students, families, educators, administrators*
- Reflection Points
- Almost 4 hours of content

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The AIM Navigator

A process facilitator that assists educators, families, and students with decisions about AIM for an individual student

- Four Major decision points
Need, Selection, Acquisition, and Supports for Use
- Guiding questions and instant feedback
- Built-in scaffolded supports
- Extensive references and resources
- Student Summary and To Do List

Not a screening or evaluative tool

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The AIM Explorer

A simulation tool to assist students, educators and families with the selection of features and initial settings for an individual user

- Magnification
- Background and text colors
- Speech voices and speed
- Highlighting
- Images

Not a screening or evaluative tool

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The AIM Product Tutorials

A suite of supports that assist with feature matching and supports for using ten common software-based readers

- An extensive features chart
- 101 captioned "how-to" videos focused on specific features of the products
- Transcripts for videos
- Links to vendor sites for updates and additional information

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"Just in Time" support is always available AND just a fingertip away!

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AIM Center Web Site at <http://aim.cast.org>

This site serves as a resource to state- and district-level educators, parents, publishers, conversion houses, accessible media producers, and others interested in learning more about and implementing AIM and NIMAS.



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HOME | LEARN | EXPERIENCE | COLLABORATE

Welcome to the National Center on Accessible Instructional Materials. This site serves as a resource to state- and district-level educators, parents, publishers, conversion houses, accessible media producers, and others interested in learning more about and implementing AIM and NIMAS. Learn more about AIM.

STAY CONNECTED
 → Get e-newsletter: AIM Connector (email address) [input]
 → Join us on: [Facebook icon] [Twitter icon]

AIM IN YOUR STATE
 What is your state doing? [input]
 → Select your State: [dropdown]

HIGHLIGHTS FROM THE FIELD
 → October 3, 2010: Product Accessibility and eBooks - Resources and an Interview
 → October 4, 2010: Barnes & Noble Launches Kindle™, Sans-to-Late Digital Publishing Platform for Independent and Self-Publishers
 → October 4, 2010: Tablets and E-Readers Give Hope to Publishers But Not to Broadcasters
 → September 28, 2010: Bio eReader Now Available for PC
 → August 23, 2010: Inside Higher Ed

LEARN
 About Accessible Media, Policy, and Practice
 Spotlight: [Accessible Feedbacks in the Classroom](#)

EXPERIENCE
 AIM and NIMAS Tools and Resources
 Spotlight: [AIM Navigator](#)

COLLABORATE
 With the AIM Community
 Spotlight: [aim.ig listserv](#)

UPCOMING EVENTS
 → View all Webinars
 Examples
 Access to Instructional Materials for Students with LD: Getting it Done 10/14/10, 1:00 p.m.-2:30

QUICK LINKS
 → AIM Product Tutorials
 → Technologies for AIM and NIMAS
 → What is NIMAS?
 → Primary Contact for

STAKEHOLDER FOCUSED AIM RESOURCES
 → Parents and Students
 → Teachers
 → SEAs and LEAs
 → Developers of NIMAS

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AIM Center Site Orientation

Major Areas <ul style="list-style-type: none"> • Learn • Experience • Collaborate 	AIM Initiatives <ul style="list-style-type: none"> • NIMAS Development Center • National AIM Center • AIM Consortium
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LEARN

All about AIM, AIM Basics, Statutory and Policy Information

<ul style="list-style-type: none"> • Accessible Media • Practice • Policy • All About AIM 	<ul style="list-style-type: none"> • Research • History and Archives • Disability-Specific Resources
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EXPERIENCE

Learning Opportunities, Tools and Supports

Teaching and Training Resources

- Webinars, Presentations, DVD and Guide

Decision-Making Tools and Supports

- AIM Navigator, Explorer, and Product Tutorials

Technologies for AIM and NIMAS

- Production Supports, Conversion Tool, and Exemplars

AIM Across the Curriculum

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COLLABORATE

Create and Share Knowledge about AIM

Stay Connected

- AIM Connector, Facebook, Twitter

Join a Discussion

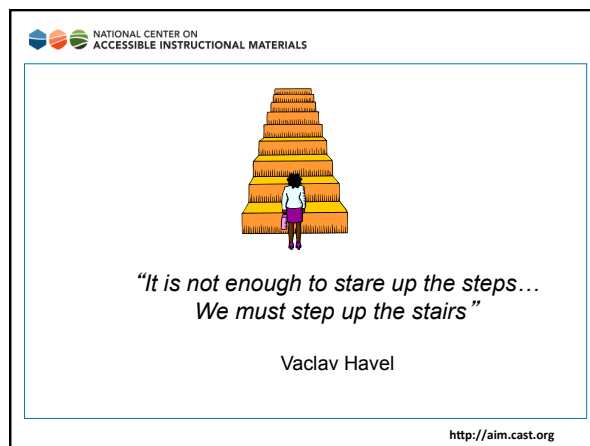
- [aim.ig](#) and [nimas.ig](#) lists
- Forums

Get the Inside Track

- AIM and NIMAS Centers

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Stepping Up the Stairs

- Explore the AIM Center website at <http://aim.cast.org>
- Ask your DRM or state NIMAS/NIMAC coordinator about accessible instructional materials.
- Find out about your SEA and LEA's AIM-related policies, procedures, and practices
- Encourage developers of digital curriculums to design accessibility features into their materials.
- Ask publishers for accessible formats for purchase. Ask for more than what is available... Ask often! Ask everyone else to ask!



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This slide contains a list of five bullet points providing guidance on accessible instructional materials. To the right of the list is a small illustration of a person standing at the bottom of a yellow staircase, looking up. The background is white.